



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)
ID: 12431675
District: MSAD 49
School: Clinton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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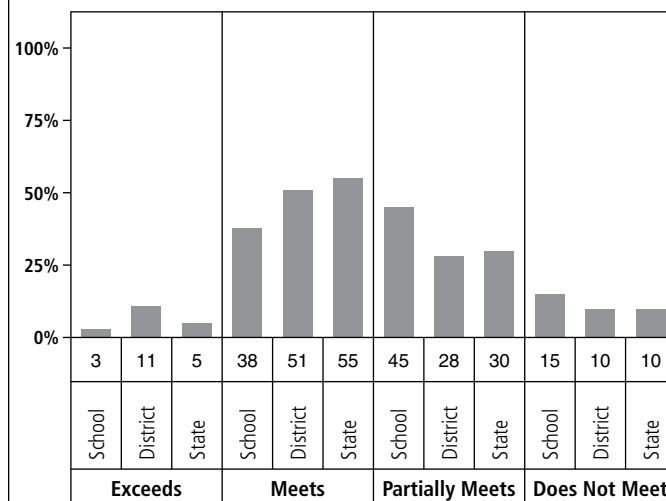
SUMMARY OF SCORES

Date: March 2007
Grade: 5
District: MSAD 49
School: Clinton Elementary School

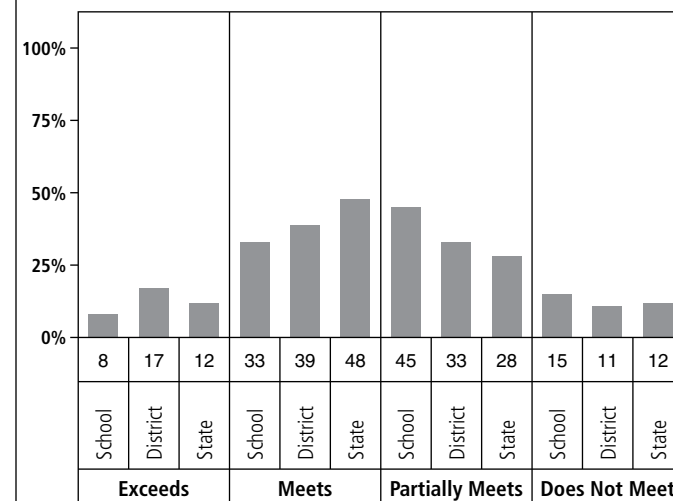
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	538 540 539	542 546 544	544 544 544
Mathematics 2005–2006 2006–2007 Cum. Avg. *	539 541 540	542 547 544	543 546 544
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	536 536 536	541 541 541	541 541 541

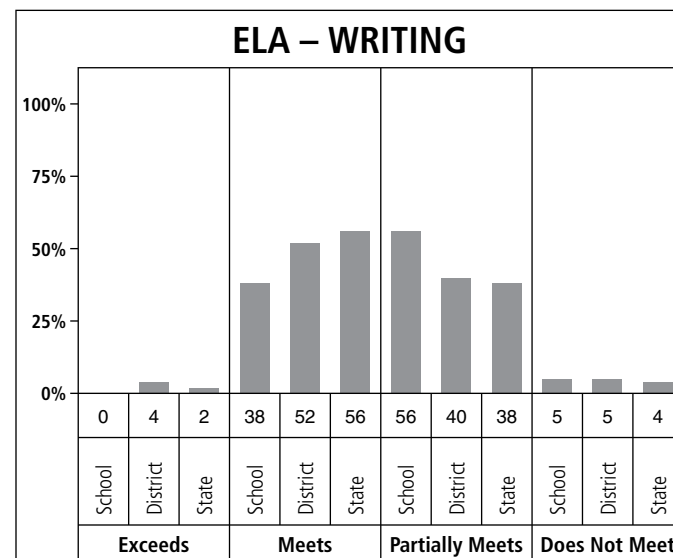
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 5
 District: MSAD 49
 School: Clinton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	41	100	167	100	14332	100	41	100	167	100	14252	100	41	100	167	100	14255	100						
Ethnicity																								
African American	0	0	1	1	382	3	0	0	1	100	372	97	0	0	1	100	377	99						
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99						
Asian/Pacific Islander	0	0	2	1	251	2	0	0	2	100	249	99	0	0	2	100	250	100						
Hispanic	0	0	0	0	148	1	0	0	0	0	148	100	0	0	0	0	147	99						
White	41	100	164	98	13445	94	41	100	164	100	13380	100	41	100	164	100	13378	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	32	32	19	2522	18	13	100	32	100	2500	100	13	100	32	100	2500	100						
Current LEP	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99						
Economically disadvantaged	18	44	73	44	5401	38	18	100	73	100	5355	99	18	100	73	100	5360	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	71	141	84	11327	79	29	71	141	84	11313	79							28	68	140	84	11382	79
Identified disability (PET/IEP)	1	3	6	4	408	4	1	3	6	4	419	4							1	4	6	4	454	4
LEP	0	0	0	0	145	1	0	0	0	0	147	1							0	0	0	0	146	1
504 plan	0	0	1	1	122	1	0	0	1	1	124	1							0	0	1	1	126	1
Participation with accommodations	11	27	25	15	2706	19	11	27	25	15	2743	19							11	27	24	14	2611	18
Identified disability (PET/IEP)	11	100	25	100	1890	70	11	100	25	100	1893	69							11	100	24	100	1841	71
LEP	0	0	0	0	121	4	0	0	0	0	131	5							0	0	0	0	118	5
504 plan	0	0	0	0	58	2	0	0	0	0	57	2							0	0	0	0	53	2
Other	0	0	0	0	655	24	0	0	0	0	680	25							0	0	0	0	617	24
Participation through alternate assessment (PAAP)	1	2	1	1	213	1	1	2	1	1	199	1							1	2	1	1	198	1
Identified disability (PET/IEP)	1	100	1	100	202	95	1	100	1	100	188	94							1	100	1	100	187	94
LEP	0	0	0	0	6	3	0	0	0	0	5	3							0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	18	0	0	0	0	0	18	0							0	0	0	0	20	0
Non-participation – other	0	0	0	0	62	0	0	0	0	0	59	0							1	2	2	1	121	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 5
District: MSAD 49
School: Clinton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0	0	7	4	721	5
		1	3	19	11	702	5
		1	2	13	7	712	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	14	32	89	46	7571	53
		15	38	84	51	7730	55
		15	34	87	48	7651	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 2006-2007 Cum. Avg.	17	39	62	32	4343	30
		18	45	47	28	4182	30
		18	41	55	30	4263	30
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 2006-2007 Cum. Avg.	13	30	36	19	1628	11
		6	15	16	10	1419	10
		10	23	26	14	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	25.2	52.5	30.0	62.5	28.8	60.0
Literary Text	24	50	12.4	51.7	14.8	61.7	14.2	59.2
Informational Text	24	50	12.8	53.3	15.2	63.3	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
Grade: 5
District: MSAD 49
School: Clinton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	40	1	3	15	38	18	45	6	15	540	166	11	51	28	10	546	14033	5	55	30	10	544
Ethnicity																						
African American	0										1						368	2	36	38	23	538
American Indian/Native Alaskan	0										0						102	1	36	43	20	539
Asian/Pacific Islander	0										2						247	8	52	31	9	545
Hispanic	0										0						143	2	38	42	18	540
White	40	1	3	15	38	18	45	6	15	540	163	11	50	29	10	546	13173	5	56	29	10	545
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	8	67	3	25	536	31	0	19	48	32	536	2298	0	22	43	34	535
No	28	1	4	14	50	10	36	3	11	541	135	14	58	24	4	549	11735	6	62	27	5	546
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
Economically disadvantaged																						
Yes	17	0	0	7	41	8	47	2	12	539	72	10	46	33	11	544	5223	2	43	39	17	540
No	23	1	4	8	35	10	43	4	17	540	94	13	54	24	9	548	8810	7	62	25	6	547
Migrant																						
Yes	0										0						8	13	13	63	13	539
No	40	1	3	15	38	18	45	6	15	540	166	11	51	28	10	546	14025	5	55	30	10	544
Gender																						
Female	17	0	0	9	53	5	29	3	18	541	84	14	58	21	6	549	6967	7	57	27	8	546
Male	23	1	4	6	26	13	57	3	13	539	82	9	43	35	13	543	7066	3	53	32	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1573	0	30	51	19	538
No	40	1	3	15	38	18	45	6	15	540	166	11	51	28	10	546	12460	6	58	27	9	545
Gifted/talented program																						
Yes	0										0						499	24	72	3	0	556
No	40	1	3	15	38	18	45	6	15	540	166	11	51	28	10	546	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 5
District: MSAD 49
School: Clinton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	21	1	13	4	50	3	38	0	0	547	26	21	57	12	10	551	5	3	43	32	22	540
B. less than one hour	54	0	0	6	29	10	48	5	24	537	53	10	49	30	10	546	67	5	56	30	9	545
C. one to two hours	23	0	0	4	44	4	44	1	11	540	20	3	44	44	9	542	26	5	56	30	9	545
D. more than two hours	3	0	0	0	0	1	100	0	0	532	2	0	33	67	0	537	2	2	41	34	23	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	36	1	7	7	50	4	29	2	14	542	45	19	51	21	10	549	35	8	61	24	7	547
B. They match some of what I have learned.	38	0	0	6	40	7	47	2	13	541	43	7	57	29	7	546	52	4	57	31	8	545
C. They match just a little of what I have learned.	15	0	0	0	0	4	67	2	33	531	9	0	29	50	21	537	10	2	38	39	21	539
D. There is no match.	10	0	0	1	25	3	75	0	0	539	4	0	29	71	0	541	3	1	28	41	29	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	1	7	8	57	3	21	2	14	543	36	12	59	20	8	548	30	11	65	18	6	549
B. good	51	0	0	6	30	10	50	4	20	538	52	13	53	24	9	547	53	3	56	32	9	544
C. fair	13	0	0	0	0	5	100	0	0	537	11	6	11	67	17	540	15	0	37	45	18	539
D. poor	0										1	0	0	100	0	540	2	0	24	45	31	535
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	8	0	0	0	0	3	100	0	0	536	9	0	40	33	27	540	13	2	41	35	22	539
B. about the same as my regular schoolwork	72	1	4	10	36	11	39	6	21	539	73	14	51	26	9	548	66	6	57	30	8	545
C. easier than my regular schoolwork	21	0	0	4	50	4	50	0	0	543	18	7	53	37	3	545	20	6	59	27	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	0	0	2	100	0	0	535	6	0	20	60	20	537	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	56	0	0	6	27	11	50	5	23	538	58	11	43	33	14	545	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	38	1	7	8	53	5	33	1	7	543	36	15	67	17	2	551	35	9	65	20	5	548
How much time do you spend reading at home each day?																						
A. more than one hour	15	1	17	2	33	2	33	1	17	541	13	5	62	19	14	546	17	9	59	24	8	547
B. 20 minutes to an hour	33	0	0	4	31	6	46	3	23	539	45	22	47	23	8	550	57	6	59	28	8	545
C. less than 20 minutes	15	0	0	4	67	1	17	1	17	539	16	4	67	22	7	545	13	2	47	37	14	542
D. I rarely read at home.	36	0	0	4	29	9	64	1	7	540	26	2	42	44	12	542	14	1	45	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	42	0	0	6	38	7	44	3	19	540	34	4	46	37	13	543	25	3	47	35	15	542
B. six to ten pages	21	0	0	2	25	4	50	2	25	534	25	18	43	28	13	547	28	4	55	32	10	544
C. eleven or more pages	37	1	7	6	43	6	43	1	7	543	41	15	59	20	6	549	47	7	60	26	7	546
Optional school/district question																						
A.	0										0											
B.	0										100	0	100	0	0	548						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 5
District: MSAD 49
School: Clinton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	2	11	6	1415	10
	2006-2007	3	8	29	17	1711	12
	Cum. Avg.	2	5	20	11	1563	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	19	42	88	45	6503	45
	2006-2007	13	33	65	39	6778	48
	Cum. Avg.	16	37	77	43	6641	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	17	38	60	31	3945	28
	2006-2007	18	45	54	33	3884	28
	Cum. Avg.	18	42	57	31	3915	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	8	18	36	18	2434	17
	2006-2007	6	15	18	11	1683	12
	Cum. Avg.	7	16	27	15	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.4	42.7	8.0	53.3	7.8	52.0
Cluster 2: Shape and Size	14	29	5.9	42.1	7.1	50.7	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	2.8	56.0	3.0	60.0	3.3	66.0
Cluster 4: Patterns	14	29	8.0	57.1	8.9	63.6	8.5	60.7

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: MSAD 49
 School: Clinton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	40	3	8	13	33	18	45	6	15	541	166	17	39	33	11	547	14056	12	48	28	12	546
Ethnicity																						
African American	0										1						376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	0										2						249	17	52	24	7	549
Hispanic	0										0						144	9	34	42	15	541
White	40	3	8	13	33	18	45	6	15	541	163	17	40	32	11	547	13185	12	49	27	11	546
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	5	42	3	25	4	33	538	31	0	23	42	35	533	2312	3	27	36	34	535
No	28	3	11	8	29	15	54	2	7	542	135	21	43	30	5	550	11744	14	52	26	8	548
Limited English proficient students																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
Economically disadvantaged																						
Yes	17	1	6	6	35	8	47	2	12	541	72	18	35	36	11	545	5240	6	40	35	19	540
No	23	2	9	7	30	10	43	4	17	541	94	17	43	30	11	548	8816	16	53	23	8	549
Migrant																						
Yes	0										0						8	13	38	38	13	544
No	40	3	8	13	33	18	45	6	15	541	166	17	39	33	11	547	14048	12	48	28	12	546
Gender																						
Female	17	1	6	4	24	12	71	0	0	541	84	19	39	37	5	549	6972	11	48	29	12	545
Male	23	2	9	9	39	6	26	6	26	541	82	16	39	28	17	545	7084	13	49	26	12	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1579	2	31	45	22	537
No	40	3	8	13	33	18	45	6	15	541	166	17	39	33	11	547	12477	14	50	25	11	547
Gifted/talented program																						
Yes	0										0						499	54	43	3	0	563
No	40	3	8	13	33	18	45	6	15	541	166	17	39	33	11	547	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 5
 District: MSAD 49
 School: Clinton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	21 54 23 3	2 0 1 0	25 0 11 0	2 6 4 1	25 29 44 100	3 12 2 0	38 57 22 0	1 3 2 0	13 14 22 0	548 538 544 544	26 53 20 2	38 10 13 0	26 45 38 67	26 38 25 33	10 7 25 0	553 546 542 547	5 67 26 2	9 13 12 3	39 49 49 40	28 27 28 29	25 11 11 28	540 546 546 538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	38 44 8 10	3 0 0 0	20 0 0 0	5 3 1 4	33 18 33 100	7 9 1 0	47 53 33 0	0 5 1 0	0 29 33 0	547 536 537 547	44 46 6 4	26 12 10 0	38 38 20 100	29 38 30 0	7 12 40 0	550 545 536 551	41 48 9 3	17 9 7 5	52 49 33 25	23 30 36 29	8 11 24 41	549 545 539 533
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	33 44 23 0	3 0 0 0	23 0 0 0	1 9 3 3	8 53 33 33	7 5 5 33	54 29 56 33	2 3 1 33	15 18 11 33	543 541 539 541	35 46 17 1	36 8 7 0	36 43 36 50	19 38 43 0	9 11 14 50	553 545 541 526	31 48 18 3	27 8 2 1	50 53 37 25	16 29 40 41	7 11 20 34	553 545 538 533
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	5 79 15	0 2 1	0 6 17	1 11 1	50 35 17	1 14 2	50 45 33	0 4 2	0 13 33	541 542 538	10 73 16	12 16 30	41 41 30	29 33 30	18 10 11	542 546 551	17 66 17	5 12 23	40 51 49	34 28 18	21 10 10	540 546 551
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	8 0 46 46	0 0 1 2	0 0 6 11	0 0 7 6	0 0 39 33	0 0 8 9	0 0 44 50	3 3 2 1	100 11 6 6	527 541 544 544	15 19 46 20	4 23 17 21	21 43 43 39	50 20 31 36	25 13 9 3	537 550 547 550	22 38 33 8	11 13 13 9	45 50 50 44	29 27 27 27	15 10 9 20	544 547 547 542
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	0 13 44 44	0 0 0 3	0 0 0 18	2 6 7 5	40 35 29 29	1 10 6 6	20 59 35 35	2 1 3 3	40 6 19 18	536 540 544 544	2 13 40 45	0 5 17 23	25 62 36 37	25 24 38 30	50 10 9 10	529 546 546 549	6 31 45 17	12 13 13 10	41 50 50 44	25 27 27 30	22 10 10 17	542 547 547 543
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	13 46 41 0	1 1 1 0	20 6 6 6	0 6 7 7	0 33 44 44	2 10 5 5	40 56 31 31	2 1 3 3	40 6 19 19	538 542 541 541	9 48 39 4	29 18 17 0	14 36 50 14	29 37 23 71	29 9 9 14	544 547 548 531	7 31 42 19	8 7 14 17	37 44 52 52	30 33 25 22	25 15 8 9	540 543 548 549
Optional school/district question A. B. C. D.	0 0 0 0										0 100 0 0	0 0 0 0	0 0 0 0	0 0 0 0		540						

ELA–WRITING RESULTS

Date: March 2007
Grade: 5
District: MSAD 49
School: Clinton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	6 6	4 4	260 260	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	15 15	38 38	85 85	52 52	7844 7844	56 56
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 Cum. Avg.	22 22	56 56	65 65	40 40	5365 5365	38 38
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 Cum. Avg.	2 2	5 5	8 8	5 5	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.3	51.5	11.6	58.0	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.5	45.8	6.1	50.8	6.2	51.7
Standard English Conventions (Standard F)	8	40	4.8	60.0	5.5	68.8	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: MSAD 49
 School: Clinton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	15	38	22	56	2	5	536	164	4	52	40	5	541	13993	2	56	38	4	541
Ethnicity																						
African American	0										1						366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	0										2						247	2	68	27	3	544
Hispanic	0										0						143	0	51	39	10	538
White	39	0	0	15	38	22	56	2	5	536	161	3	52	40	5	540	13135	2	56	38	4	541
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	0	0	10	83	2	17	529	30	0	7	70	23	529	2295	0	20	63	16	531
No	27	0	0	15	56	12	44	0	0	539	134	4	62	33	1	543	11698	2	63	33	1	543
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
Economically disadvantaged																						
Yes	16	0	0	5	31	10	63	1	6	536	70	1	50	41	7	540	5198	1	44	49	6	538
No	23	0	0	10	43	12	52	1	4	537	94	5	53	38	3	541	8795	3	63	32	2	543
Migrant																						
Yes	0										0						8	0	38	63	0	539
No	39	0	0	15	38	22	56	2	5	536	164	4	52	40	5	541	13985	2	56	38	4	541
Gender																						
Female	16	0	0	8	50	8	50	0	0	539	83	5	63	33	0	544	6956	3	67	28	2	544
Male	23	0	0	7	30	14	61	2	9	534	81	2	41	47	10	537	7037	1	45	48	6	538
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1567	0	38	57	5	537
No	39	0	0	15	38	22	56	2	5	536	164	4	52	40	5	541	12426	2	58	36	4	542
Gifted/talented program																						
Yes	0										0						499	9	77	13	1	549
No	39	0	0	15	38	22	56	2	5	536	164	4	52	40	5	541	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number